COURSE SYLLABUS

A course syllabus has five components, each with a specified purpose as described below:

1. Course Description

- Aim:
  Statement of what students will learn in the course.
- Topics covered:
- Place within the program of study:
  State if this is a required course for specific major(s). Indicate the prerequisites for the course and if the course is a prerequisite for other courses.
- Length:
  Is this a full-year or semester-length course? How much time per day?
- Prerequisites:
  List any courses that students must take before taking this course.

2. Instructional Philosophy and Instructional Delivery Plan

- Expectations for student performance
- How instruction will be delivered
- How students will work (independently and/or in teams)
- How the community will be used
- How students will be evaluated

3. Course Goals

The range of goals should reflect basic knowledge, higher levels of intellectual development, and procedural skills that students will acquire in the course. Course goals should be **integrated** expectations based on the **Crosswalk** of vocational technical standards/competencies, academic content standards, and transferable work skills. A good place to begin to determine course goals is where the Crosswalk Matrices indicate strong correlation between academic, technical, and transferable work skills standards. Academic, technical, and transferable work skill standards should be imbedded into each course goal.

- There should be from 6-10 goals/objectives to achieve by the end of the course. They should address critical knowledge and skills and provide an image of what is expected of the student.

- The goals should integrate the essential competencies: technical, academic, transferable work skills standards. Goals are broad statements that integrate all essential competencies students are expected to achieve in the course.

- Areas of strong crosswalk connections are identified and used to develop goals.

4. Major Course Projects

List in order the major projects that students will complete during course, with a brief description of each project.

Projects take place over a period of time and could include a research paper, demonstration with written component, video, Power Point and other technology-based presentations, etc. Projects tend to have both a product and written component. Projects typically include all skill and knowledge areas: technical, academic, and transferable skills. Projects should allow students to plan, collect, and evaluate information; analyze situations; and develop procedures for solving problems typically encountered in the workplace. They also provide a context for teaching technical and safety skills associated with a career major. Projects allow students to develop problem-solving skills. A good project generally requires a series of steps and the ability to make judgments and decisions when unexpected events occur.

5. Course Assessment Plan

Assessments should evaluate all three standards: technical, academic, and transferable work skills (SCANS). Assessments should also evaluate processes, procedures, and application of knowledge. Use a variety of assessment strategies and instruments, including paper and pencil tests, demonstrations, oral presentations, products, simulations, models, etc. The assessment description includes the method of evaluation, type of tests and assessment strategies, etc.

Assessment Strategy	Description	Weight/Percent
1. 2. 3. 4.		